

HISTORY WILL JUDGE US BY THE DIFFERENCE WE
MAKE IN THE EVERYDAY LIVES OF CHILDREN –
NELSON MANDELA

Busy Kids

Child Care



MONTHLY THEME: FEELINGS & EMOTIONS

REMINDER

As it starts to head into winter, remember to pack spare sets of clothes in case your child gets wet by washing hands, etc.

We will still be outside for some of the days, so dress your child appropriately to the weather.

What's in the newsletter?

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- Community Events
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- Fun with literacy

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- News from the rooms

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- Play with purpose
- Feedback

WORLD ENVIRONMENT DAY – JUNE 5

World Environment Day encourages worldwide awareness and action for the protection of our environment. Since it began in 1974, it has grown become a global platform for public outreach that is widely celebrated in over 100 countries. The theme for 2019 is “air pollution”— a call to action to combat one of the greatest environmental challenges of our time.

Find out more at: www.worldenvironmentday.global



REFUGEE WEEK – JUNE 16-22

Refugee Week is Australia’s peak annual activity to raise awareness about the issues affecting refugees and celebrate the positive contributions made by refugees to Australian society. In 2019 ‘Share a meal, share a story.’

Find out more at: www.refugeeweek.org.au

Kids in the kitchen



PREP 18 min | COOK 40 min | FEEDS 4

INGREDIENTS

2 chicken breasts	1 tsp cumin, ground
zest of a lemon	1 tsp sweet paprika, ground
extra virgin olive oil	2 corn cobs
1 avocado, diced	1 punnet cherry toms, halved
zest and juice of 1 lime	1/2 cup parsley, roughly chopped
tortillas	

METHOD:

Preheat oven to 200 degrees. Place chicken breasts on an oven tray lined with baking paper, sprinkle the cumin and paprika over the chicken breasts and turn the chicken to coat evenly in the spices. Zest over half a lemon, drizzle with a little olive oil and pop into the oven to bake for 18 minutes or until the chicken is golden and cooked. Remove and use two forks to roughly shred. Set aside.

Place the corn on an oven tray lined with foil, zest over the rest of the lemon and drizzle with a little olive oil. Wrap up the corn in the foil to create a packet and pop into the oven along with the chicken to bake for 15-20 minutes or until the corn is tender. Heat grill to high. Remove the corn from the oven, carefully open the foil packet and pop under the grill for 5 minutes or until slightly charred. Allow to cool slightly. Place the corn onto a chopping board and run a knife down each cob to remove the kernels. In a large bowl place, the corn kernels, cherry tomatoes, avocado, parsley, lime zest and juice and olive oil and toss to combine. To assemble; top each tortilla with a little shredded spiced chicken and a good helping of grilled corn & avocado salsa.

Enjoy x Remember to always supervise kids in the

Recipe and image from ‘mylovelittlelunchbox.com’

PLAYDOUGH NAMES



This is a simple letter familiarisation activity that builds hand strength and develops fine motor skills.

Write your child’s name as big as you can on the piece of paper you have. The bigger the easier it is. Show them how to roll playdough into snakes. After they have rolled snakes they then use these to form the letters in their name by tracing what you have written.

Activity and image from <https://handsonaswegrow.com/play-dough-name-tracing/>



HEALTH & SAFETY: Anxiety in Children

Anxiety is something everyone experiences from time to time; it is a normal and natural response that occurs when a person feels threatened or is worried that something bad or unpleasant might happen.

7mth to Toddler: fear of strangers, separation, loud noises, large machines such as the vacuum cleaner or lawn mower, animals

Toddler to Middle Childhood: fear of animals/ insects, the dark, separation from parents, supernatural beings such as monsters, thunder and lightning, sleeping alone, 'bad' people

Middle Childhood to Late Childhood: supernatural beings, the dark, bodily injury, heights, getting lost or trapped, burglars, doctors/ dentists, death and dying

Late Childhood to Early Adolescence: fears revolve around social or evaluative situations, e.g. being teased or rejected by peers, being embarrassed, dating, giving oral reports, taking tests, fear of death or physical injury.

Supporting children with anxiety:

You can support your child by acknowledging your child's fears – don't dismiss or ignore them. Gently encourage your child to do things they're anxious about. Wait until your child actually gets anxious before you step in to help. Praise your child for doing something they're anxious about. Avoid labelling your child as 'shy' or 'anxious'.

Anxiety In Children (2019, May 10). Understanding Anxiety Retrieved from <http://understandinganxiety.wayahead.org.au/anxiety-in-children/>

Anxiety In Children (2019, May 10). Health Direct Retrieved from Anxiety In Children (2019, May 10). Understanding Anxiety Retrieved from <http://understandinganxiety.wayahead.org.au/anxiety-in-children/>

- They are extremely well behaved at school and tend not to bother anyone.
- They avoid trying new things even when safe or fun.
- They tend to become distressed by normal changes, breaks from routine, or taking risks.
- They become upset (e.g. cry) very easily.
- They avoid situations or objects they fear, e.g. a child with social anxiety will avoid participating in groups.
- Physical complaints are common.
- They may ask many unnecessary questions and require constant reassurance.
- They may have difficulty separating from parents.
- They may be very clingy with a parent or loved one in situations outside home.
- They may repeatedly have worries about school at the beginning of each term or each Monday.
- They may avoid unfamiliar situations, become sick, not turn up or endure situations with significant distress.
- They often ask questions which begin with 'what if...?'
- They may be perfectionistic, taking excessive time to complete homework because they try to get it absolutely correct.
- They may have difficulty sleeping, taking a long time to get to sleep or waking during the night and needing comfort from parents.
- They can be argumentative (but rarely aggressive) if trying to avoid a feared situation.



From The Rooms

Preschool:

Don't forget to get your child to sign in and out using the rocks in the baskets. This is giving the children name recognition and responsibility.



Cooking:

Teaching children about wholesome foods, healthy eating, and tying it together with engaging activities, allows them to be the decision maker in their food choices: knowing the difference between treats and ongoing nutrition for their bodies.



Animals:

The children develop a sense of belonging to group and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

Outcome 2.1



Lunchtime Club:

The children have been learning shapes and name recognition.



Gardening:

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation while becoming socially responsible and show respect for the environment.



AIR POLLUTION

Air connects us all. Without air there is no life. But the pollution we release into the air harms our health and the environment.

There are so many things that we can do: from cycling or walking to work or school and back, to recycling non-organic trash, to pressuring local authorities to improve green spaces in our cities.

Experiment: Air pollution is a hard thing to explain to children because typically it cannot be seen unless you live in an area where smog is common.

There is a simple experiment you can complete to show children what is in the air. You only need simple materials that are commonly already in your home.

Go to education.com/science-fair/article/dirty-air/

SINGING TOGETHER

"Through singing, children share in rich communication and relationships, a sense of belonging, meaningful learning and many happy experiences."

Songs are a great way to help anyone learn and remember, and they are an awesome tool used by teachers all over the world. An important part of any classroom, singing contributes to teach behaviour, basic skills, and social skills. Why we sing;

- Creating closeness and relaxation.
- Shared singing with adults supports the development of secure and trusting relationships.
- Participation in action songs and singing games promotes togetherness
- Learning songs of their culture supports children's sense of belonging.
- Singing aids joint attention, listening and concentration.
- Singing promotes speech and language.
- Singing builds social and pretend play skills.
- Built-in musical instrument: awareness of beat, rhythm and pitch, acquired through singing and being sung to.

Source:

<http://thespoke.earlychildhoodaustralia.org.au/sing-belonging-becoming-song-infanttoddler-child-care-settings/>

National Quality Framework | Quality Area 1:

Play with purpose



THIS MONTH LETS... DO YOGA

Short simple activities to get some active minutes in the day.

You might already do yoga yourself, but have you ever included your children in your yoga session? Or maybe you have never done yoga before. Jump on google and search simple yoga positions and learn together.

Try flowandgrowkidsyoga.com/blog/kids-yoga-day-free-yoga-poster



How can we make the newsletter even better?

What information would you like us to include?

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